DOCUMENT RESUME

ED 141 309 SP 011 160

AUTHOR Feaster, Anne; Nutter, Barbara
TITLE Graduate Credit Contract Course as a Flexible Model for Inservice Design.
PUB DATE Feb 77
NOTE 21p.; Paper presented at 57th Annual Meeting of National Association of Teacher Educators (Atlanta, Georgia, February 3-5, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Consortia; *Educational Coordination; *Field Experience Programs; *Inservice Teacher Education; *Interinstitutional Cooperation; *Teacher Centers; Teacher Education; Teaching Experience; Team Teaching
IDENTIFIERS *West Virginia

ABSTRACT

The graduate courses and inservice teacher education workshops in Harrison County, W. Va. serve as a flexible model for inservice design. The description presented in this paper incorporates the following components of the teacher center model: (1) semi-annual needs assessment; (2) broad course topics; (3) team teaching techniques; (4) number of class meetings; (5) blending of theory and practice; (6) field-based, problem-based project work; (7) planned time for sharing ideas; (8) cross-fertilization of personnel from public school, higher education and the state department of education; and (9) flexible scheduling. Charts illustrate the organizational structure and a brief evaluation of the project is offered. (JD)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED141309

GRADUATE CREDIT CONTRACT COURSE

AS A FLEXIBLE MODEL

FOR INSERVICE DESIGN

Presented by

Harrison County Teacher Education Center

for

57th Annual Meeting of National Association
of Teacher Educators

Atlanta, Georgia - Feb. 3 - 5, 1977

Prepared by:

Anne Feaster and Barbara Nutter
Harrison County Teacher
Education Center

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 011 160

GRADUATE CREDIT CONTRACT COURSES AS A MODEL FOR INSERVICE DESIGN

The graduate courses and the inservice teacher education workshops in Harrison County, West Virginia are facilitated through the auspices of the Harrison County Teacher Education Center (H.C.T.E.C.). The courses serve as a flexible model for inservice design. The structure flexes to meet the needs and fulfill the objectives of particular situations but the philosophy, the administration, and the facilities of the former serve to expedite the latter. Both are field based and professional problem solving within the context of a staff development plan.

H.C.T.E.C. is unique in many aspects of design and service.

(1) An executive committee developed within Council, consisting of two co-chair persons and the director. This committee is authorized to conduct "on the spot" business for Council - under the jurisdiction of the county fiscal agent.

(2) Establishment of a new committee, the Teacher Education Committee was accomplished in 1977 and defined in a position paper submitted to and adopted by Council.

(3) A new structure for the Center Inservice Committee was established, defined in a position paper submitted to and adopted by Council.

(4) A student teacher workshop planning committee was established and put into service.

(5) The three way funding - which is unique for West Virginia within our nation is peculiar to H.C.T.E.C. - (three part support - State Dept., County and participating colleges).

(6) Full time director of Center - doctoral level.

(7) Three level student teacher supervisory certification: A, B, and T.E.A.

(8) All levels represented in the governance structure.

(9) Assistant Director Intern.
Position Paper sent to W.V.U. to screen a person who would serve one-half time in H.C.T.E.C. and one-half time in W.V.U. This person would receive field service accreditation for work in Educational Administration certification.

(10) Leadership in providing special inservice for Council.

(11) Umbrella for student teachers, providing:
(a) Access to all county materials.
(b) Legal status same as substitute teachers.
(c) Access to all resource people in county.
(d) Assess to (R.E.S.A.) Regional Education Service Agency VII and materials.

(12) Frequent contact with Center personnel for help and reinforcement, for encouragement and practical assistance of any kind.

The rationale for the development of Teacher Education Centers in West Virginia as determined by the West Virginia State Department of Education follows: *Note 1

Teacher education is viewed as the responsibility and function of colleges and universities, public school systems, community agencies, concerned citizens and the West Virginia Department of Education. It is assumed that the process of educating teachers can best occur when the activities supporting the process are cooperatively planned and implemented by each of the agencies sharing this responsibility. To this end, the West Virginia Legislature, for several years since 1971, has approved a line item in the West Virginia Board of

*Note 1 quote from HCTEC Handbook 1971

Education's budget to support the continued operation, or implementation on a statewide basis.

The structures of the teacher education centers, as developed in West Virginia, have their fiscal and legal base in a County Education Agency, with three-way financing: state, school system(s), and the colleges. These Centers have evolved in a variety of patterns, and presently are relating to a list of Program Objectives known as State Thrusts.

Teacher Education Centers in West Virginia are consortia of cooperating agencies (State Education Agency, Local Education Agencies, and colleges) serving a county(ies) or region of the state. The centers facilitate, coordinate, and expedite selected preservice and continuing education activities mutually agreed upon by the consortium members. The ultimate mission of centers is to aid in the improving of education for boys and girls by:

1. Operating under a governing board which insures a balanced participation of consortium members.
2. Collaborating with local education agencies and colleges in the operation of field based preservice teacher education programs in which quality laboratory experiences are available for prospective teachers.
3. Assessing role definitions for center's staff and college-school personnel who work in preservice and continuing education activities as directed by the center's governing board.
4. Assisting in developing and facilitating continuing education programs for educational personnel.
5. Gathering and interpreting data regarding center functions and make these data and their analyses available to consortium members and other interested parties.
6. Providing support services to facilitate improving instruction and learning.
7. Maintaining a system of communication with consortium members and others about the Center's activities.

8. Sharing evidence of needed changes in preservice and continuing education activities of mutual concern to consortium members.

9. Conducting ongoing evaluations of the center's programs.

10. Conducting and facilitating research within the center's areas of concern.

11. Serving as a clearinghouse for preservice and continuing education resources and materials from local, state, and national resources.

But comprehensive guidelines from the West Virginia Department of Education are still used as an informal base for Center development; while the Continuing Education Task Force continues its deliberations and the inter-relations of Centers with other agenicies are actively debated. Note. 2*

The Teacher Education Centers are especially recognized for providing the opportunity for the work of laymen and professionals in facilitating, coordinating and expediting the field laboratory experiences for prospective teachers. They are also designing and effecting inservice upgrading of the teacher education competencies of those working with prospective teachers in the field laboratory.

Teacher Education Centers are consortia combining vaired institutions in a selected group of common goals. Evidence accumulates that the Centers have encouraged and promoted innovations both in teacher education programs and in instruction at every level in schools and colleges. Limited Center personnel and budgets have restricted the extent of new designs and roles of personnel which could be developed and adapted to meet identified needs.

Note 2* - West Virginia State Superintendent of Schools, Dr. Daniel B. Taylor conceived a special task force to develop a state wide continuing education program. Results of the task force study should be released in June - 1977 and can be obtained by contacting the West Virginia State Department of Education in Charleston, West Virginia.

The Harrison County Teacher Education Center is a unit of the West Virginia state system but is unique in several aspects. It is described by Dr. L. O. Andrews, Professor Emeritus, of Ohio State University as follows:

> The Harrison County Teacher Education Center is a facilitating, expediting, coordinating agency. Through the combined efforts of the Council, the Director, and the hundreds of other participating individuals, outstanding developments have occurred in these last few years. Some of the significant achievements include, (1) devising and facilitating experiences for prospective teachers throughout their college years, (2) many sequential in-service growth opportunities for school and college teacher educators, (3) a climate which supports innovation and improvement in instruction and learning throughout schools and colleges, and (4) a system of needs assessment of desired in-service experiences plus (5) organizing and facilitating an extensive ongoing series of individualized credit courses open to teachers, school administrators, and college staff members.

The courses are unique in that the times and places are determined by the participants.

Some of the course topics offered on the needs assessment survey have been: Self Evaluation, Geography, Open Classroom (Media-Technology), Innovative Educational Alternatives, Self Assessment Methods, Supervising Student Teachers, Problem Solving Analysis, Decision Making Methods, School Building Facilities, Diagnostic Testing, Principles of Supervision, Protocol Materials, Individually Guided Education, and Educational Research.

Governance and organizational structure's of H.C.T.E.C. are examples of consortia in action.

CENTER GOVERNANCE

In September, 1971, the Harrison County Center became a functional reality. Two years of continuous planning and meetings involving the State Department, Harrison County and seven institutions of higher education produced a proposal all parties felt they could be committed to, educationally.

The Harrison County Center is governed by a Council which consists of one representative from each institution, namely: Alderson-Broaddus College, Davis and Elkins College, Fairmont State College, West Virginia University and West Virginia Wesleyan College: and, the public school system of Harrison County which designated seven representatives as follows: Two secondary principals, two elementary principals, one elementary teacher, one secondary teacher, and one administrative staff representative. A State Department representative is a voting member of the Council.

The Harrison County Teacher Education Center Director serves as the executive secretary of Council and attends all meetings as does the Assistant Director. They do not have a vote on matters considered by the Council, but act in an advisory capacity, giving advice and furnishing recommendations as needed on Council agenda items. A two-thirds vote by membership present is necessary to pass an agenda item. Two co-chairpersons selected from and by Council membership with one representative from the public school setting, and one representavive from higher education chair the Council meetings on alternate monthly basis. Meeting site is to be selected one month in advance. The two co-chairpersons and the Center Director form the agenda committee. In areas of major policy change and/or

budget, an extra month is granted before a formal vote is called for. A request to delay for one month can be called for by any member of Council.

The Harrison County Board of Education, approved the organization of the Council and recognized the group as official voice in the county on all matters relative to (a) pre-service activities whose purpose is the preparation of professional education college students for productive and successful careers as teachers, (b) in-service activities designed to promote growth in teacher education effectiveness on the part of all personnel involved with the teacher education function.

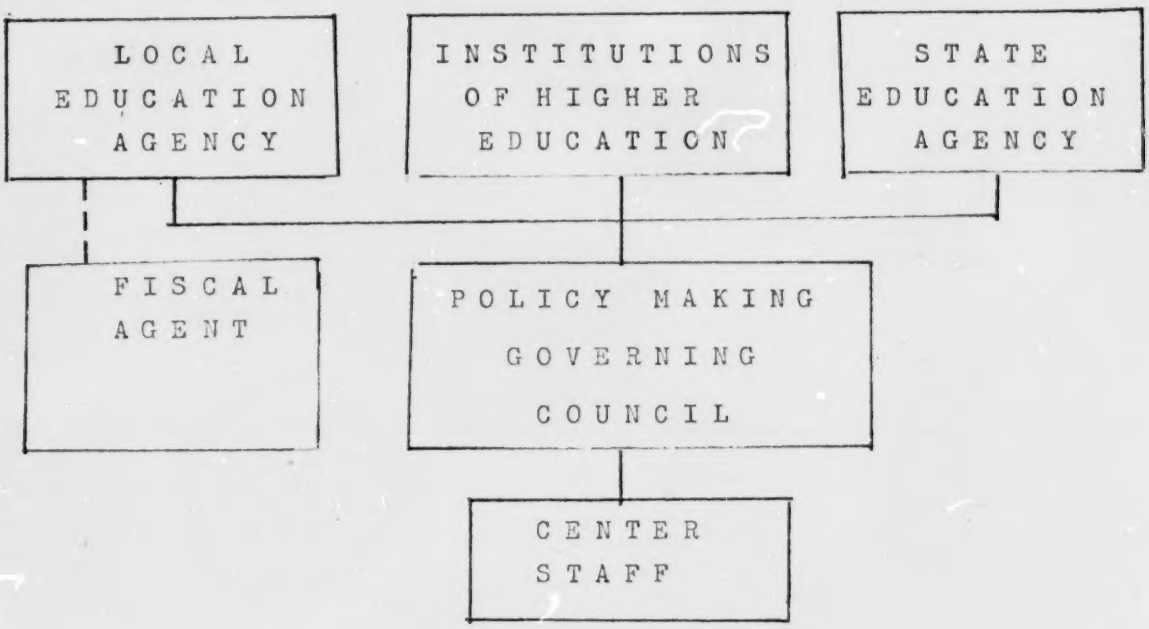
ORGANIZATIONAL STRUCTURE

The most common center structure in West Virginia is one which organizes each participating agency into an equal level of authority (See chart no. 1). The Peer organization model provides for one or more representatives from each member agency to sit as the governing body. Although each agency is equal to any one of the other member agencies, there may be variance in the number of representatives from each agency. For example, the West Virginia Department of Education typically has one voting reprepresentative, while county administrative and instructional personnel and college level educators may number as high as ten to fifteen. The most common characteristic of all Peer centers is that the basic and representative council of the Center is the highest level for making policy decisions affecting the operation of the Center. The Council, in effect, regardless of its name, is not "advisory" in function but is the policy making and governing body for the Center.

CHART I

THE PEER ORGANIZATION STRUCTURE

Harrison County Teacher Education Center



The structure of H.C.T.E.C. is in constant flux, flexing to serve the emerging demands of participants. The committee structure was recently revised by dividing the duties of veteran members and those of members new to Center work as described in the following position papers:

THE INSERVICE COMMITTEE - - A POSITION PAPER

During the past three years, the Harrison County Inservice Committee has acted in an advisory capacity to the Teacher Education Center Council. Dr. Francis Gilmore has acted as Council designate to the group since its inception. Although there are other college representatives serving on the Inservice Committee, it is predominately composed of Harrison County endorsed Supervising Teachers.

PROPOSED FUNCTIONS OF THE INSERVICE COMMITTEE:

(1) Review needs assessment data to identify desirable areas for local inservice activities.

(2) Plan each semester's non-credit inservice programs.

(3) Implement each semester's non-credit inservice program.

(4) Attend special inservice sesssions arranged by Council for professional development of teacher education personnel.

(5) Eligible for selection as Center Supervising Teacher representatives at state, regional, and national conferences.

(6) Evaluate each inservice session.

(7) Report evaluation findings to the Teacher Education Committee.

(8) Other duties as assigned by Council and the Teacher Education Committee.

(9) Develop a framework for systematic analyses, design and operation of local professional inservice programs.

JUSTIFICATION:

Due to the increasing inservice focus of the Teacher Education Center during the past 3 years, there is a felt need to develop and implement a comprehensive non-credit inservice component in the Center program which will better meet educator needs. The Inservice Committee recommends that it continue to function under the following provisions:

(1) To become a member of the Inservice Committee, a person must be (a) recommended by the Center Director, (b) endorsed by the Teacher Education Committee after attending at least two meetings, and (c) approved by Council.

(2) To become a member of the Inservice Committee, one must indicate a desire to continue professional development activities.

(3) At least 60% of the Inservice Committee should be certified on the B, A, or TEA level as Supervising Teachers.

(4) There should be college, administrative, and other agency representation on the Committee.

(5) An attempt will be made to encourage representation from each public school in Harrison County, but final selection will depend on the enthusiasm and capabilities of the individual being considered as the committee representative.

TEACHER EDUCATION COMMITTEE - - A POSITION PAPER

JUSTIFICATION:

Due to the comprehensive nature of the Teacher Education Center program and our involvement during the past three years as members of the TEC Inservice Committee, we see a need to create a new committee which will be responsible for planning and developing activities of a short and long range nature for the Center. The Inservice Committee

recommends that a Teacher Education Committee be formed under the following provisions:

(1) To become a member of the TEC, a person must serve at least one year on the Inservice Committee.

(2) To become a member of the TEC, a person must be recommended by the Center Director and approved by Council.

(3) To become a member of the TEC, one must indicate a desire to continue professional development activities.

(4) At least 40% of the TEC should be certified on the B, A or TEA level as Supervising Teachers.

PURPOSED FUNCTIONS OF TEACHER EDUCATION COMMITTEE:

(1) Conduct needs assessment for Center Contract Courses each semester.

(2) Study needs assessment data to identify and propose areas for possible Contract Course offerings.

(3) Assist in writing Contract Courses syllabi.

(4) Plan publicity for Contract Course offerings.

(5) Conduct evaluation of Contract Courses offerings.

(6) Function as Center Supervising Teacher representatives at state, regional, and national conferences.

(7) Be eligible for selection on task force to review and revise annually a design for a Center Program which will better utilize university, school and other resource agents.

(8) Review the Inservice program developed by the Inservice Committee.

(9) Study ways to develop programs which will encourage joint responsibility for teacher preparation (colleges, schools, state department) and design and institute any which seem worthy and can be included under budget.

(10) (Following 9, above) select the project most urgently needed in the opinion of the TEC; take the recommendation to Council. If Council approves, the TEC will (1) design the effort, (2) select the Task Force and (3) give direction, support, and final review of the Task Force effort.

(11) Participate in continuing education programs.

CHARACTERISTICS OF THE INSERVICE MODEL

In a four-year period, an inservice model (by W.V.U. and the H.C.T.E.C.) has evolved and expanded to service a substantial fraction of eligible administrators and classroom/college supervisors. Through the Teacher Education Center inservice model, special contract courses were designed and implemented. For example these courses have been offered: [Principles of Supervision, Evaluation Methods, Techniques and Strategy, Supervision of Student Teaching, Implementing Innovative Teaching Strategies, Open Classroom Concepts, Protocol and I.G.E.] See Chart 2.

The H.C.T.E.C. inservice model is charaterized by the following:

1. NEEDS ASSESSMENT - Contract courses are based on a continuing semester by semester survey of needs questionnaire (of all Personnel).

2. BROAD COURSE TOPICS - Broad course topics serve as an umbrella for a wide variety of individual contract problems based on the field needs of the participants.

3. TEAM TEACHING - Center courses are team taught by local college instructors and field based instructors.

4. REDUCED CLASS MEETINGS - The regular number of class meetings for a graduate course is reduced to allow time for the participants to complete more extensive field-based, problem-centered contracts.

5. THEORY AND PRACTICE - Each graduate course offered by the Center includes some organized content (theory), professional readings adapted to the participants level of acquaintance with the particular area of professional literature (Education Digest, Kappan, The Handbook of Educational Research by Gage, etc.) and some synthesis writing designed for possible dissemination of ideas.

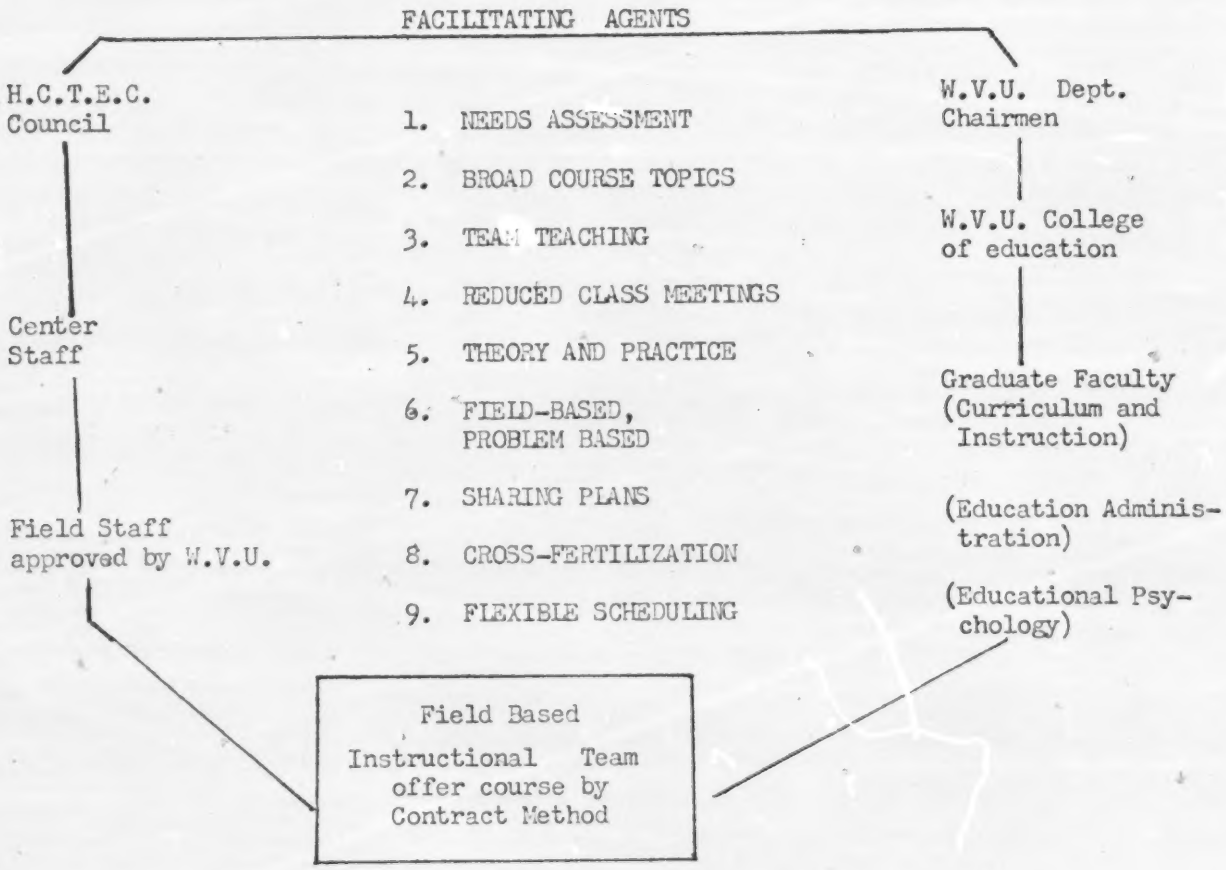
HARRISON COUNTY

TEACHER EDUCATION CENTER

FLEXIBLE CONTRACT COURSE

Inservice Model

Chart 2



6. FIELD-BASED, PROBLEM-BASED - Each graduate student with the guidance of the field-based instructor who is under the general direction of the campus instructor selected a topic which is a field-based professional problem; wrote a quality (A, B, or C grade) contract; completed the task under the guidance of the field-based instructor; and had the final result evaluated against the contract.

7. SHARING PLANS - Class sessions included the time for sharing of project plans and results. Due to the nature of some contracts and individual personal situations, numerous enrollees have asked for and received extended time for contract completion.

8. CROSS-FERTILIZATION - Contract courses offered by the Center enrolled any admitted graduate student from the area. Regularly, the classes have been cross-fertilized with the expertise of teachers, administrators, central office personnel and college faculty members.

9. FLEXIBLE SCHEDULING - Class meetings are scheduled at times and places in response to enrollee's preferences.

Each of the above nine characteristics appears to have contributed directly to the success of the courses. Each has facilitated the use of new models, procedures, and materials. Most significantly, this has built a substantial support base for a wide variety of innovative practices in school and college instruction and in the whole range of the teacher education curricula.

EVALUATION DATA

A variety of types of evidence has been accumulated about those courses offered by the Center from many different groups of personnel. Almost universally, persons in all types of professional positions are enthusiastic about the success of the courses, even through many respondents have never enrolled in one. In completing their evaluations many enrollees mention one or more of the nine characteristics, with these four comments being very frequent: gave individual choices for study emphasis, left the level of performance up to the student, allowed enrollees to plan their time more freely around other demands, and scheduled sessions at convient times and places.

Criticisms frequently consisted more of suggestions, often related to staff time and resources, particularly form sections with enrollments far exceeding the normal pattern of 25-30 per section. Some reactions are: need more instructor-counselor time, need more group interaction, and plans for course activity should be more explicit to permit enrollees to reduce their mental confusion at the early stages, of the course. Clearly, the Center model is not a cure all; nor fool-proof, nor instructor-proof, nor enrollee-proof. But the evaluation by enrollees documents the general increasing effectiveness of the model and especially the many evidences of change in the enrollees themselves, in their professional practice, and in their perceptions and convictions.

The evaluation forms contain many suggestions for improvement and these data. They could be compiled into a set of guidelines or a handbook for instructors using this model.

FLEXIBILITY

For Registrants: Mentioned many times by enrollees, the flexibility built into the model makes it possible over a period of time to adapt to the needs of almost any group of educational professionals. The satisfaction level on this point is extremely high. Instructor teams can monitor the flexibility and keep it within limits acceptable to graduate schools.

For Meeting Real Professional Needs: A brief for this model does not imply that the contract, field-based, problem-centered approach to graduate inservice courses is the only acceptable model. However, with teacher demand as it is, a major fraction of graduate courses for regular school personnel probably should be field-based, and problem-centered - - and in the next decade may have to be, by teacher demand. The evaluative data show clearly that the model does effectively provide opportunity to educational personnel to work at their own needs and that flexibility of choice is very important to satisfying those needs.

For The Graduate Institution: The model reduces the demands on graduate instructor time, and travel costs, while also providing realistic quality control. Combining these elements with the use of the field-based instructor provides greatly increased flexibility without jeopardising standards, rules, quality or limited resources. Realistically, a graduate school could expand its offerings significantly under this model without additional resources beyond the basic budget plus the regular student fees.

For The Public Schools: The model as developed can be adapted easily to general offerings for all graduate students. But, in addition, it is hard to conceive of any one of the special situations to which it could not be applied. For example, a school could contract with a university for a special non-credit offering on a particular school problem. Or the base could be a whole county or district with representatives from all schcols, or from only given fields, for special curricular or innovative developments, or the solving of special administrative problems. Even special commercial or organizational institutes, workshops, or other non-credit offerings could include most of the model's characteristics. More varied experience is needed, but at this time, there appear to be few real restrictions to adapting the model to most inservice needs and situations.

THE ROLE OF TEACHER EDUCATION CENTERS AND SCHOOL SYSTEMS

The model has two major logistical requirements: first, some agency in the field to promote, facilitate and expedite the process off-campus, and second, a supply of field-based educational personnel who are qualified to be approved as co-instructors by the university. More and more, highly qualified personnel are found throughout the field in many parts of the country.

Some school systems already have either coordinators of inservice education and/or of staff development. These could serve as the facilitating agency. However, where well developed teacher education centers are already serving both pre- and inservice teacher education needs, there is excellent rationale for delegating the comprehensive support function to the staff and governing board of such a Center. There are real inservice

demands involved in maintaining a high quality preservice laboratory for prospective teachers, which obviously overlap with general inservice and continuing education needs of various types of professional personnel. This fact supports the logic of having one semi-independent, but intermediate agency (between school and college), provide the leadership, facilitating, expediting and coordinating functions for the entire continuing education needs of all school personnel, from first preservice contract to pre-retirement assistance.

One of the major problems of teacher education over the last century has been its fragmentation between institutions such as pre- and inservice with different portions widely separated in time and function, and the lack of comprehensive design and coordination. Well organized and supported teacher education centers could reduce this fragmentation substantially.

Much more thought, study, development and experience are needed in testing this model. However, present indications are that its possibilities are usually varied. In practice, it is likely to be both effective and satisfying to participants, as well as making a major contribution to total professional development of educational personnel.

Credits for this presentation are due to collective work of H.C.T.E.C. members particularly:

Dr. Nancy J. Priselac, Center Director

Dr. L. O. Andrews, Outside Evaluator

The Teacher Education Committee:

Gary Fain - Gore Junior High School
Anne Feaster - Central Office of the Board of Education
Dr. Francis Gilmore - Salem College
Nancy Hartman - Liberty High School
Marlene Hinig - Norwoood Grade and Junior High
Bernard Hurst - West Virginia University
Loretta Mazzie - Simpson Grade School
Delores Moran - Simpson Grade School
Sue Poole - Johnson Grade School
Mary Rice - Liberty High School
Lucie Romano - Roosevelt-Wilson High School
Jane Stonko - Johnson Grade School

and

The Inservice Committee:

Sherry Bell - South Harrison High School
John Curran - Salem College
Ann Davis - Johnson Grade School
Betty Gibson - Liberty High School
Juliann Gorby - Norwood Grade and Junior High School
Frank Gregis - West Milford Grade School
Sue Kittridge - North View Grade and Junior High School
Sara Marozzi - Salem Industrial Home for Girls
Rebecca Moore - Simpson Grade School
Barbara Nutter - Harden Grade School
Deborah Nutter - Shinnston Grade and Junior High School
Gary Nutter - West Milford Grade School
Sharon Secret - Adamston Grade School
Lois Ellis Wolfe - East View Grade School